



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Careless translation is, most assuredly, the "curse" of modern language teaching, a curse which fortunately our American instructors are guarding against more and more.

I must confess that I do not fully appreciate the logical reasoning of Mr. Symington's students in the translation of *rien de moins que*, but this is probably not the first time a teacher has been mystified by a student's reasoning. As to Mr. Symington's remark about my note on *tout*, I need only say that I was referring to the adverbial use of *tout*, as illustrated in both the examples noted, of which the second is: *si, toute femme, tout enfant qu'elle était. Toute* is used before *autre* when it qualifies the following feminine noun; as, for example, *toute autre place qu'un trône eût été*, meaning *toute place autre qu'un trône*, etc.;² but when *tout* modifies *autre* itself, it remains unchanged, as in *vous méritez une tout autre fortune, donnez-moi une tout autre occupation*. Yet in my next edition I shall state distinctly that I am referring to the adverbial use of *tout*. In an elementary textbook, however, such niceties of spelling need not be considered, and especially as they are not mentioned in such a work as Whitney's large French Grammar (cf. § 116, c, where, it is true, the example *elles sont toutes malades* is unfortunate).

But I must pass on to statements which, if correct, would show that I am a most careless. nay, even ignorant editor. I refer to Mr. Symington's comments on my unpretentious biographical note. While reading whatever material I could find on Verne's life, I was rather amused at three statements contained in generally reliable works; my amusement was caused by the wide difference of opinion on the birth and life of an author so well-known as Jules Verne, who was born in the beginning of this century. So I quoted these three statements, remarking in a note that I considered correct the one found in Johnson's *New Universal Cyclopædia* (iv, p. 1137); namely, that Verne "was born at Nantes on the 8th February, 1828." And now I am supposed to find these sources "final." I mention

² This use of *toute* is the same as in the example *j'y resterai toute une année* (Edgren's *French Grammar*, § 292); that is, *toute* is here an adjective.

in a note which statement I believe to be correct, and, in spite of that, my reviewer seems to be under the impression that I think Verne to be the translation of a Polish name Olchewitz; he even represents me as not noticing that *verne* means "alder," and not "beech," when I am merely quoting from the *Dial* a statement taken from the *London Literary World*. If Verne is mentioned (or "not mentioned") only in the dictionaries and catalogues cited by Mr. Symington, I shall still maintain that "the material already in existence for Jules Verne's life is most meagre." The article which I said, in my preface, was sent me by Mr. S. S. McClure, has since then appeared in his *Magazine*, and is still the most interesting article which has come to light so far. I merely ask that Mr. Symington's review of my biographical note be compared with the note itself, and I believe that most editors will agree with me in thinking that such criticism is more careless, to say the least, than my note appears to the critic. Notice, for instance, the fourteenth and last note: I am supposed to "give my readers the choice of two dates," and then I am made to "add" that "this is the correct statement." What is the correct statement? The choice? This misrepresentation is unfortunate, especially when my note very distinctly referred to a statement which I am glad to see has since been confirmed by M. Jules Troubat.

EDWIN S. LEWIS.

Princeton University.

GERMAN LANGUAGE.

Deutsche Studentensprache von FRIEDRICH KLUGE, Professor an der Universität Freiburg i. B. Strassburg: Karl J. Trübner, 1895. 8vo, pp. x, 136.

IN this comprehensive little book, Kluge has given to students of the German language much new and valuable information about the etymology of numerous words which have long been in familiar use, but whose historical origin has thus far remained unknown to makers of dictionaries. Besides presenting the results of the laborious investigations necessary for a special work of this kind, he has brought to bear a rich fund of knowledge,

gained by years of experience as a teacher and student of academic life in Germany.

The necessarily extensive *Belesenheit* in the whole field of German literature, required in the writing of an etymological dictionary, has particularly fitted the author for the task, thus far to a large extent neglected, of giving us a thorough history of the part that student life has played in the formation of the literary language of modern Germany. And for the past three or four years he has used what time he could spare from his professorial duties in Jena and Freiburg, in collecting materials for the present work, a part of which he had already given to the German public in a lecture delivered in Jena in 1892, entitled, *Ueber deutsche Studentensprache*, and which was published in *Beilage* No. 297, of the *Münchener Allgemeine Zeitung* for 1892.

Though a large number of words considered by Kluge in his new book appear in several of the completer dictionaries of New High German; for example, in those of Grimm and Sanders, yet much of the material is entirely new, and many words which have long had a place in the literary language and whose etymology has ever been doubtful, are traced back to their origin in the student life of two hundred years ago; moreover, no one else has given such an exhaustive list of references for the use of those words to the literature of the seventeenth and eighteenth centuries. Some of the most important of these sources have been entirely overlooked even by such careful and scholarly lexicographers as the Brothers Grimm.

Kluge divides the subject-matter of his book into two parts. Part i (pp. 1-74) treats of *die Studentensprache*; part ii (pp. 75-136) is given up to a *Wörterbuch der Studentensprache*. The different sources or different phases of student life in which numerous *burschikose* words had their origin, are treated in so many different subdivisions under Part i, which are taken as points of departure for the many interesting discussions that fill the first half of the book. These headings are: *Studenten und Philister*; *Trunkenlitanei*; *Antike Elemente*; *Burschikose Zoologie*; *Biblische-theologische Nachklänge*; *Im Bann des Rotwelsch*; *Französische Einflüsse*; *Grammatische Eigenart*;

Ursprung und Verbreitung. In the preface the author tells briefly how he came to interest himself in this subject:

"Wenn ich im Verlauf meiner Arbeiten zur Entstehung unserer Schriftsprache und während der lexikalischen Sammlungen, die der 5. Auflage meines Etymologischen Wörterbuchs zu Grunde liegen, auf den Anteil der einzelnen Stände am Wachsen und Werden unserer Gemeinsprache geführt worden bin, so lud mich die Studentensprache noch aus andern Gründen zu einer zusammenhängenden Betrachtung ein. Die Geschichte der Universitätsstadt (i. e. Jena) in der ich diese Studien begonnen, legte mir oft genug den Gedanken an die Studentensprache nahe und schliesslich erweckte Moritz Heynes Deutung der Worte "burschikos" und "Hallore" in mir die Hoffnung, dass ein Versuch über Wesen und Geschichte der Studentensprache zu wissenschaftlichen Ergebnissen führen würde."

He feels however, that his book is not an exhaustive treatment of this comparatively new subject, and offers it to students of the German language "als Beitrag zur deutschen Sprachgeschichte und Lexikographie," having remarked (p. x.):

"Trotz so mancher Förderung habe ich nicht die ganze einschlägige Litteratur verwertet. Das Wortmaterial ist zumeist versteckt in entlegenen Quellen die auch auf reichen Bibliotheken fehlen. Meine Liste von unbenutzten Denkmälern, die Studentisches bieten müssen, ist nicht klein. Aber schon jetzt ist das Wortmaterial so reichhaltig, dass ich einen Versuch wagen durfte. Und um so eher ist ein solcher jetzt am Platz, als sich auf dem Gebiet der deutschen Lexikographie gewichtige Stimmen hören lassen, die mit Recht ein neues Programm von einem grossen Zukunftswörterbuch verlangen. Abergern und dankbar erkenne ich die mannigfachen Anregungen und Nachweise an, die in den grossen Wörterbüchern (Grimm und Sanders) grade für meine Zwecke enthalten sind—wenn auch immerhin verwunderbar bleibt, wie z. B. das Grimm'sche Wörerbuch die studentikose Schriftstellerei Laukhards hat völlig ausser Acht lassen können."

In the following remarks on the subject-matter of the text the author will, as far as possible, be permitted to speak for himself. Time and space will permit only the mentioning of a very few of the interesting word-histories in which the first part of Kluge's book abounds. Notice will also be given, by the

way, to what seems to the writer to be the most apparent faults of the work, like the omission from the text and vocabulary of certain words which are in common vogue among German students of to-day, and which are not explained in the better modern German dictionaries. In a treatise on the *Studentensprache* one expects to find explanations given of the more modern as well as of the earlier words of purely academic origin, and it is rather discouraging to have the author say in the beginning (p. x) that

“die hundert Jahre von Zachariäs Renommisten 1744 an bis zu dem Studentikosen Idiotikon von 1841 sind es im wesentlichen, die unseren Wörterbuch das Material geliefert haben,”

when so many words have their origin in the student-life of the last fifty years. Nor are these words to be found in any of the well-known and generally accessible dictionaries of the German language. Some of the words which are to-day in common use in the student circles of Germany and which are doubtless “von burschikosem Uprung,” and which Kluge fails to notice because they are modern and because “eine Reihe von mehr oder weniger umfangreichen Wörterbüchern sie verzeichnen” will be mentioned further on.

“Unsere Burschensprache,” says Kluge (p. 7):

“umfasst das ganze Studentenleben in seinen Formen und Ausserungen. Was den Einzelnen und die Verbindungen oder die Gesamtheit betrifft, hat einen studentikosen Ausdruck gefunden. Das ganze Zechwesen umgibt ein eigener Sprachschatz. Die Welt um sich herum sieht der Student mit selbständigem Blick an und findet für sie Bezeichnungen, die durch die Prägnanz und Schärfe der Beobachtung, aus der sie hervorgegangen sind, mit der Schlagfertigkeit der unlitterarischen Volkssprache wetteifern können. Seine Schattierungen für moralische oder intellectuelle Fehler überraschen uns hier oft ebenso wie die sinnliche Kraft und natürliche Urwüchsigkeit, der kernige Humor und die kecke Dreistigkeit der Sprachhandhabung in anderen Fällen. Diese Frische und Ursprünglichkeit, dieses eigenartige Sprachleben verdient schon an und für sich ernstes Studium, verlangt es aber gebieterisch als Quelle, aus der unsere Schriftsprache viel des Guten und des Besten übernommen hat.”

Of German Universities we have learnt that Halle, Giessen and before all Jena, have been most important in the formation of the “Burschikose” or “Kastensprache.” We should naturally expect this when we consider the fact that these universities were, in all respects, the largest and most flourishing of the universities of Germany during the previous century. They were situated in or about the centre of Protestant Germany and were, so to speak, the hot-beds whence new ideas political and religious, found their way into all parts of the empire. We must, moreover, look for reforms of whatever kind in Germany during the past hundred years and more, to Protestantism rather than to Catholicism.

“Die Burschensprache (cf. p. 3) dieser drei universitäten steht im Mittelpunkt unserer Betrachtungen, weil das Material über sie am reichsten fliesst. Jena zumal hat in der Geschichte des Studententums immer eine dominierende Stellung über unsere übrigen Hochschulen gehabt: von dort aus wurde der studentische Ton immer wieder angegeben, dort blieb oft der überkommene Brauch älterer Geschlechter in Blüte, nachdem andere Universitäten wie Leipzig und Göttingen modischer Ausländerei zu huldigen angefangen hatten. Und inmitten jener rauhen und zechlustigen Generationen des 17. und 18. Jahrhunderts herrschte in Jena eine ausgebildete Kastensprache.”

This *Kastensprache* was so distinctly “studentisch” at Giessen in the eighteenth century that it was absolutely incomprehensible to the uninitiated—“ein Deutsch, das ein Deutscher sowenig verstehe wie Arabisch” (p. 4). The sources of our knowledge of this *Studentensprache* up to the middle of the preceding century are very scant and limited in scope. Among the most important of these to which Kluge had access in the preparation of his book, were (cf. p. 5): J. G. Schoch's *Comoedia vom Studentenleben* which appeared in 1659 in “Makaronischem Latein;” the *Jus Potandi von Multibus* which passed through eight editions during the seventeenth century; Zachariäs's *Renommist* from about the middle of the eighteenth century; the *Hospitium* (1747); but,

“alles übertrifft an Fülle des Sprachmaterials die burschikose Schriftstellerei des Friedr. Chr. Laukhard die—vom grossen Wörterbuch

der Gebrüder Grimm zwar ganz übersehen—einen Einblick in die Burschensprache vom Ausgang des 18. Jahrhunderts gewährt, wie er vielseitiger und reichhaltiger nicht gedacht werden kann;”

then comes Fischer's *Burschiade* (1781), and Bahrdt's *Leben und Thaten des wiesland hochwürdigen Pastor Rindvigius* (1790) a sort of prosaic *Jobsiade*. Toward the close of the eighteenth century, *Studenten-Wörterbücher* begin to make their appearance, such as, Chr. W. Kindleben's *Studenten-Lexikon* (1781) of which *Salmasius und Prokax in den vergnügten Abendstunden* (Erfurt 1749) was a forerunner; and Augustin's *Idiotikon der Burschensprache* (1795).

Among the large number of words which are now in common use in Germany and whose histories as given by Kluge are especially interesting, mention may be made of *Fuchs*, *Philister*, *Backfisch*, *Salamander*, *Athen* (in *Saalathen*, *Elbathen*, etc.), *Musensohn*, *Bursche*, *bemoostes Haupt*, *Kameel*, *Schmollis*, *Fiduzit*, *fidel*, words beginning with the latin prefix *ex*, as *Exkneipe*, *Exbummel*, and also the absolute use of *ex* in expressions like 'Salamander *ex*,' 'Schönes Lied *ex*.'

In order that a general idea may be obtained of the author's method of treating the more interesting of these words it will be necessary to give his etymology of only one or two; for example, *Fuchs* and *Backfisch*.

"Der Ausdruck *Fuchs* (cf. p. 9) hat erst im Anfang des vorigen Jahrhunderts seine heutige Bedeutung erhalten."

Then further pp. 50-51:

"Die Geschichte des worts *Fuchs*, eines weithin bekannt gewordenen Burschenwortes, ist noch nicht ganz aufgeheilt. Es ist fast 200 Jahre lang im heutigen Sinne bezeugt und in unsern Wörterbüchern belegt Stoppe 1728 Gedichte i, 133, hat:

Was ist ein junger Fuchs? ein mensch der sauft und frisst
Und von der Vaterstadt drei Jahr verwiesen ist.

Es war eigentlich *Schulfuchs*; denn Steinbach 1725 bucht dies als "juvenis qui ex schola in academiam defertur," öfters ist es als studentisch gleich "Gymnasiast" angegeben und weitverbreitet war es für einen gelehrten Pedanten. *Fuchs* scheint eins zu sein mit einem seltsamen *Foss*, das—bei Hans Sachs im 40. Fasnachtsspiel *Der Partekensack* v. 348, 369, 382 belegt—von Jakob Grimm DWB. iv, 1, 42 nicht erkannt ist. Der studentische Ur-

sprung dieses *Foss* ergibt sich aus einer Stelle bei Mathesius 1560 Von der Schule Elise C iii a: "sie müssen sich Schulpfaffen, Vosen und Pachanten achelten lassen." Und ausdrücklich in den Bereich der Universität verweist dieses Wort unser ältestes Fremdwörterbuch, Simon Roth's *Dictionarium* 1571. Roth sagt: 'Phos ein Spottwort der groben Ungelehrten, damit sie meinen die Gelehrten und sonst Studiosen zu verletzen.' Nun heisst der Fuchs auf Niederdeutsch *Voss* und so mag eine niederdeutsche Universität—etwa Rostock, vielleicht auch Wittenberg, das damals überwiegend platt sprach—in irgend einer Weise für die Geschichte des studentischen Fuches oder Bachanten bedeutsam gewesen sein und Fuchs ergab sich als hochdeutsche Lantentsprechung für ein niederdeutsches *Voss* ganz von selbst."

The word *Backfisch* (applied to a girl from about fourteen to sixteen or seventeen years of age) is (cf. p. 19)

"aus der Burschensprache in unsern allgemeinen Sprachschatz übergegangen; es ist für das 17. Jahrhundert als studentisch bezeugt (*Facetiae Facietiarum* 1645, S. 255, 355) und noch die neuern studentikosen Wörterbücher buchen es so,"

and further (p. 55):

"*Fisch* ist bei dem burschikosen Lexikographen Vollmann 1846 studentisch für Mädchen." Und das seit längerer Zeit allgemein übliche *Backfisch* nehmen ältere burschikose Wörterbücher mit recht als studentisch auf: die frühesten Belege dafür in der Litteratur bestätigen burschikosen Ursprung mit voller Sicherheit."

Then on p. 71:

Und so ist das eigtl. studentische *Backfisch* wohl aus der Sprache der Fischer abzuleiten, die die kleineren zarten Fische zum Backen von den grösseren derben Fischen zum Kochen unterscheiden mochten."

Only a small proportion of the one thousand and more words of student origin in the vocabulary, which takes up the latter half of the book, could be discussed in the limited space of seventy-five pages, but in the discussion Kluge has generally chosen those of most importance from a literary historical point of view. He failed to mention a very ordinary meaning of *pauken* ('thresh,' 'fight'); that is, 'trinken.' It is used in this signification especially in the proceedings of the *Vereins-* or *Verbindungskneipen*, when a member is placed in B.V. (*Bierverschiss*) because of the infraction of some rule of decorum. A friend (usu-

ally a *Leibverwandter*, in student parlance) of the culprit rises and calls the attention of the *lohes Praesidium* to the fact that "—paukt sich aus dem einfachen B.V. in die Bierehrlichkeit über, wer paukt mit?" The *pauken* consists then in the dishonored student's drinking a half or whole glass of beer instantaneously, as the friend may see fit to demand. Kluge mentions this very common use of the word in student circles neither in the body of the book nor in the vocabulary. Nor does he notice the use, peculiar to the *Kneipe*, of the words *steigen* and *fallen*, which the chairman uses as a sort of "Kommando" at the beginning and close of each song. After the cord has been struck on the piano, the chairman rising shouts, "das Lied steigt," then, on taking up the last stanza of the song, "das Lied fällt."

Many of the familiar expressions now used everywhere in Germany in card-playing owe their extensive use in the *Umgangssprache* to the students, who, it seems, took up the words from *Rotwelsch*, or the *Gaunersprache*. On p. 59 f., Kluge remarks in speaking of the influence of *Rotwelsch* upon the academic language:

Neben dem Latein und der Theologie ist das Rotwelsch eine Quelle der Studentensprache. Wir kennen diese Gaunersprache seit dem 14-15. Jahrhundert aus reichhaltigeren und vielseitigeren Aufzeichnungen als die Burschensprache; für jedes Jahrhundert stehen uns rotwelsche Wortmaterialien zu Gebote und wir sehen überrascht, dass manche später als studentisch verzeichnete Worte zuerst Gaunerworte des Rotwelsch gewesen sind *Blech* wird für 'Geld' schon in Corn. Gessners Mithridates 1555 als rotwelsch verzeichnet und *pumpen* erscheint zuerst in der rotwelschen Grammatik von 1755, dann erst 1781 und 1795 in studentikosen Wörterbüchern Am Schluss des 18. Jahrhunderts tritt *mogeln* in studentischen Wörterbüchern und in Fischers komischer Burschiade von 1781 auf; aber es ist Judenwort und bezeichnet eigentlich das Beschneiden, Einkneifen der Karten zum Zweck des Betrügens."

Here it would have been in place for Kluge to call attention, at least in a foot-note, to several other words used at cards, which are not explained in the usually accessible dictionaries. These words are especially *mauern* (cf. Engl. 'to hedge'); that is, to hold back, or refuse to play a hand to the best advantage in *Skat*; *wimmeln*, *einwimmeln* (to throw the

heavy or counting cards on a partner's trick); *Vosen* (or *fauxen*; French *faux*?), a term applied to all spot cards below the ten-spot. It may be that all the words just mentioned are of some other than academic origin, but their general use by students at the present day, even more than by any other class of German society, and the fact that they are not to be found in other dictionaries of the German language, would seem to call for at least a notice in a work that deals especially with the *Studentensprache*.

However, after all has been said about the few weak points of the book, it is a splendid specimen of the author's painstaking scholarship; and it is moreover a perfect storehouse of interesting information for the student of German. No lexicographer of the German language can hereafter fail to make large use of it in the preparation of a complete dictionary.

W. H. HULME.

Western Reserve University.

CORRESPONDENCE.

THE AUTHORSHIP OF FLAMENCA.

TO THE EDITORS OF MOD. LANG. NOTES.

SIRS:—On page vi of his introduction to the novel *Flamenca*, Paul Meyer writes as follows:

"En admettant même que les faits accéssoires du roman puissent n'être point dépourvus de fondement, il restera encore une assez belle part à la fantaisie. Et d'abord, le procédé ingénieux que Guillaume imagine pour converser avec sa dame est une conception que je revendique pour notre romancier. Aussi loin que s'étendent mes informations, je ne vois point que personne s'en soit avisé avant lui, ni après."

The ingenious proceeding alluded to refers to a dialogue taking place between Guillaume de Nevers and Flamenca, the principal characters of the novel. Lord Archimbaut, count of Bourbon and Flamenca, are husband and wife. Archimbaut is jealous of his wife and resolves to keep her a close prisoner in a tower. Only on high feast days will he allow her to go to church to hear mass. Guillaume de Nevers, who comes to town, learns of Archimbaut's cruelties to his wife; he will seek to gain